DOCUMENT RESUME

ED 358 962 PS 021 493

| | |
|---|---|
| TITLE | Illinois Model Early Childhood Parental Training Program. FY 92 Summary Report. |
| INSTITUTION | Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation. |
| PUB DATE | Apr 93 |
| NOTE | 29p.; For the 1991 summary report, see PS 021 492. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Check Lists; Child Rearing; Child Welfare; Family Characteristics; *Family Programs; Parent Attitudes; *Parent Education; Parent Influence; *Parent Participation; Parent Workshops; Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; *School Readiness |
| IDENTIFIERS | Illinois; *Model Early Childhood Parental Training Prog IL |

ABSTRACT

The Illinois Model Early Childhood Parental Training Program was implemented to help parents develop skills needed to foster their children's health and enhance their children's readiness for school. This report presents a summary and analysis of the annual evaluation data obtained from school districts participating in the program for the 1991-92 school year, the second full year of implementation. The report contains the following sections: Highlights; Introduction; Data Limitations; Program Description; Parent Characteristics; Evaluation; and Conclusions. A total of 6,812 workshops were conducted in 7 basic areas of parenting, and about 80 special events and family activities were organized throughout the year. The report concludes that the program made progress toward accomplishing its goals and that parents responded enthusiastically. Data are displayed in 11 tables. Appendices include program goals and Public Act 85-1046 (the legislation mandating this type of program); lists of advisory board members and collaborating agencies and programs; the parent training program evaluation form; and parent comments. (MM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

PS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED358962

# ILLINOIS MODEL EARLY CHILDHOOD PARENTAL TRAINING PROGRAM FY 92 SUMMARY REPORT

**ILLINOIS STATE BOARD OF EDUCATION**
**Department of Planning, Research and Evaluation**

**April 1993**

PS 021193

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D.G.Gill
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**Louis Mervis**
**Chairman**
**State Board of Education**

**Robert Leininger**
**State Superintendent**
**of Education**

## FOREWORD

This document presents a summary and analysis of the annual evaluation data obtained from school districts participating in the Illinois Model Early Childhood Parental Training program for the 1990-91 school year.

For further information concerning this report, please contact Kalpana Desai, Department of Planning, Research and Evaluation, Illinois State Board of Education at 217/782-3950.

The interpretations and conclusions expressed herein have been prepared by staff and do not necessarily reflect the position or the policy of the Illinois State Board of Education.

## TABLE OF CONTENTS


Page

Highlights ..... 1

Introduction ..... 2

Data Limitations ..... 3

Program Description ..... 4

Parent Characteristics ..... 8

Evaluation ..... 11

Conclusions ..... 12

Appendices

A. Program Goals and Public Act 85-1046 ..... 13

B. Advisory Board Members of Projects ..... 16

C. Collaborating Agencies and Programs ..... 17

D. Evaluation-Parents' Survey ..... 18

E. Parents' Comments ..... 22

## TABLE OF TABLES


| Table | | Page |
|---|---|---|
| 1 | Number of Workshops, Hours of Instruction and Parent Participants by Instructional Areas | 4 |
| 2. | Community Service Agencies Involved | 6 |
| 3. | Other Educational Programs Providing Cooperative Services | 6 |
| 4. | Distribution of Parents by Age Range of Children | 8 |
| 5. | Ethnic and Racial Background of Parents | 8 |
| 6. | Family Structure of Parents | 8 |
| 7. | Employment Status of Parents | 9 |
| 8. | Family Income Level of Parents | 9 |
| 9. | Educational Background of Parents | 9 |
| 10. | Age Group of Parents | 10 |
| 11. | Marital Status of Parents | 10 |

## HIGHLIGHTS

This report summarizes data gathered from the FY 92 Model Early Childhood Parental Training Program. In FY 92, 31 projects served parents in 121 school districts, the same as in FY 91.

The following are brief highlights of the findings:

- More than 50,849 families were directly contacted by projects. About 29,751 families received direct and indirect services.
- Instructional services were provided to 12,223 parents.
- A total of 6,812 workshops were conducted with 11,205 hours of instruction delivered in seven basic areas of parenting.
- Out of 31 projects, 19 were home-based programs providing services to 1,966 parents in their homes.
- Most of the workshops, 6,342 (94.%) were scheduled on weekdays with 4,671 (69%) being held on school premises. The workshops were held in the mornings (45%), the afternoons (20%) and the evenings (35%).
- All projects involved a substantial level of collaboration with other agencies and other programs.
- All projects provided child care or child care reimbursement, with 13 of 31 projects providing transportation and 17 providing transportation reimbursement.
- Almost 74% of the projects (23) had an educational newsletter for parents. A total of 15,533 parents received newsletters that varied in frequency from monthly to two times per year.
- A total of 104 professional personnel, 37.8 FTE, were directly involved with the program. Another 175 were involved on a contractual basis and provided about 6,900 hours of services.
- From the one million dollars appropriated for this program, $995,830 were spent. Private funds of $90,366 were donated; participant fees generated $4,273; other state agencies/program provided $78,487; and other federal program provided $118,815. Local school districts also provided a total of $172,651 to the projects. The total expenditure for this program was $1,460,422.

The report that follows describes the different projects in the program, their characteristics and reactions of the parents served.

## INTRODUCTION

Public Act 85-1046, effective July 13, 1988, provides that the State Board of Education "shall implement and administer a grant program consisting of grants to public school districts to conduct model pilot early childhood parental training programs for the parents of children in the period of life from birth to kindergarten . . . ."

### Background

The focus of the Model Pilot Early Childhood Parental Training Program is to help parents develop the skills and confidence needed to encourage and foster their children's healthy development, thereby enhancing their children's ability to function well on school entry. By involving parents early in their children's learning process and familiarizing parents with schools, this program's goal is to help parents develop positive feelings toward school as well as communicate to their children the importance of education. Even though this program reaches parents of children other than those considered to be at risk of academic failure, it also complements existing early childhood education programs which incorporate parental training as part of the services to young children. See Appendix A for a copy of Public Act 85-1046 and program goals from the Request for Proposal.

The Fiscal 1992 appropriation was one million dollars, the same as in FY 90 and FY 91. In FY 91 and FY 92, 31 projects were funded compared to 20 in FY 90.

## DATA LIMITATIONS

Limitations in the evaluation of this program are related to the short period of time for implementation (first full year), low response rate to data collection efforts from program participants and differences in application of evaluation procedures at the project level. It should be noted that all data used in this report are self-reported and were gathered using a written survey.

Information about the characteristics of parents was reported by 70% of the participants. Therefore, caution should be exercised in interpreting and linking parent characteristic data to program outcomes.

Evaluation of the local program involved each project administering an ISBE parent questionnaire. However, about 21% of the parents responded to the questionnaire; therefore, any generalization from the results of this local evaluation is limited.

It is also difficult to measure program outcomes in terms of changes in parent behavior, attitude and parenting skills in the short period of time that this program has been operational.

## PROGRAM DESCRIPTION

The purpose of the parental training program is to provide instruction and training to parents in seven basic areas of parenting:

- Child growth and development
- Child birth and child care
- Prenatal and postnatal care for infants and mothers
- Prevention of child abuse
- Family structure, function and management
- Family relationships
- Parenting skill development

### Program Characteristics

The data in Table 1 show the number of workshops, hours of instruction and number of parent participants by the seven areas of instruction. A total of 6,812 seminars/workshops and 11,204.7 hours of instruction were provided by the 31 projects.

**Table 1: Number of Workshops, Hours of Instruction and Number of Parent Participants by Instructional Areas**

| Instructional Areas | Number of Workshops/ Classes | Number of Hours of Instruction | Number of Parents* Participating |
|---|---|---|---|
| Child Growth & Development | 1,091 | 1,808.5 | 6,947 |
| Child Birth and Child Care | 358 | 458.2 | 3,846 |
| Prenatal and Postnatal Care for Infants and Mothers | 317 | 459.5 | 1,210 |
| Prevention of Child Abuse | 943 | 1,598.9 | 6,054 |
| Family Structure, Function and Management | 1,005 | 1,680 | 6,939 |
| Family Relationships | 1,370 | 1,951.6 | 11,405 |
| Parenting Skill Development | 1,728 | 3,248 | 10,156 |
| Total | 6,812 | 11,204.7 | 46,557* |

*Duplicated number

Parents also received instruction in the areas of communication, building self-esteem, handling stress and anger, and sibling rivalry. Activities in craftmaking, cooking and book discussions were also provided to build parents' sense of confidence and competence. Some projects had group meetings and discussions for parents along with social gatherings designed to help parents realize that others have similar experiences, problems and frustrations. Projects also had drop-in hours during which parents could come to use the facilities of the child care room and parent room or to consult with a staff member. Some projects also provided a telephone communication system where parents could access information and referrals for noncrisis parenting concerns.

Activities requiring direct interaction between parents and children were provided at 3,393 workshops attended by 17,278 (duplicated number) parents. These workshops provided parenting training through demonstrations of age-appropriate activities including toy making, cooking nutritious fun food, and developing skills which reinforce the bond between parent and child.

**Homebased**

Out of 31 projects, 19 were homebased programs where educators provide instruction in parenting skills to parents in their homes. Services were provided to approximately 1,966 parents through a total of 5,094 home visits.

**Special Events**

In addition to providing training for parents in seven basic categories, programs also organized 80 different special events and family activities such as picnics, holiday parties, pajama time story hours, luncheons, field trips, potlucks, music parties, Family Fun nights, C.P.R. classes and fire department presentations with 3,063 parents and 2,472 children participating. These events provided opportunities for all members of the family to come together to play, meet other families and celebrate community and cultural events.

Seventy-four percent of the projects mailed educational newsletters to 15,533 parents. The frequency of the mailings varied among projects with patterns of monthly and twice per year pattern being the most frequent.

**Community Outreach, Collaboration and Cooperation**

Parents were informed about the program through media advertisements; community news bulletins; fliers in grocery stores and local businesses; and placing announcements at churches, daycare centers, schools and libraries. The largest number of expectant and new parents were reached directly at hospitals, clinics and physicians' offices.

A total of 27 projects had an advisory board comprised of from 5 to 45 members. Appendix B lists some of the agencies represented on advisory boards. The input and cooperation among agency representatives ensures the probability of providing a comprehensive, unduplicated network of services in early childhood programs. All 31 projects collaborated with other community agencies (Table 2). The data indicate that projects collaborated more frequently with hospitals, adult education programs and libraries. Appendix C lists some local agencies collaborating with the program which are not mentioned in Table 2.

**Table 2: Community Service Agencies Involved in the Parental Training Program**

| Agency | Number of Projects |
|---|---|
| Public Health | 25 |
| Department of Children and Family Services | 22 |
| Department of Mental Health | 15 |
| Adult Education | 27 |
| Hospitals | 30 |
| Community College | 23 |
| University | 11 |
| Day Care | 21 |
| Library | 25 |
| Public Aid | 17 |
| Other (see Appendix C) | 19 |

All but one project were involved in collaboration activities with other educational programs. Table 3 provides the number of projects which developed activities in cooperation with other educational programs.

The At-Risk Prekindergarten, Head Start and Special Education programs were cited as programs most frequently linked with the Parental Training Program.

**Table 3: Other Educational Programs Providing Cooperative Services**

| Program | Number of Projects |
|---|---|
| Prekindergarten At-Risk | 28 |
| 0 thru 2 | 18 |
| Chapter 1 | 12 |
| Head Start | 24 |
| Special Education | 24 |
| Women, Infant Care | 23 |
| Other (see Appendix C) | 16 |

**Ancillary Services**

Additional services provided by projects included transportation and child care for all participating parents. Seventeen projects provided transportation for parents and 13 provided transportation reimbursement, with all 31 projects providing direct child care or reimbursement for child care services during classroom instruction. All but 7 projects have established book and/or toy lending libraries for parents.

**Personnel**

The projects employed a total of 104 qualified personnel (37.8 FTE) in parental training, with an additional 175 professional personnel being hired on a contractual basis. These personnel included, but were not limited to, certified teachers, counselors, psychiatrists, psychologists, social workers, early childhood specialists, university professors, registered nurses and physicians.

**Subcontract**

School districts were permitted to contract for service with other districts, private schools, not-for-profit corporations or governmental agencies while maintaining responsibilities for ensuring compliance with the terms and conditions of the grant.

A total of 12 projects subcontracted the implementation and operation of their programs. Hospitals, universities and non-profit organizations were the major subcontracters in FY 92.

**Finance**

The State Legislations appropriated one million dollars in FY 92 for the Parent Training Program.

The Parental Training projects were allowed to establish fees and collect such charges as necessary for attendance at courses in an amount not to exceed the per capita cost of operation. A project could waive all or part of such charges if it determined that the parent was indigent or that the educational needs of the parent required his or her attendance at such courses/classes. Ten projects collected a total of $4,273 from the participants. Nine projects also received a total contribution of $90,366 from private funds. Twelve projects received a total of $78,487 from other state agencies and 5 projects reported receiving $118,815 from federal programs. Local school districts also reported receiving a total of $172,651 from school districts. Projects expended a total of $995,830 from the state grant fund. The total expenditure for the parental training program was $1,460,422.

## PARENT CHARACTERISTICS

The data on demographic and socioeconomic characteristics of the parents are incomplete. The ability to make conclusive statements about the general characteristics of parents participating in this program is limited and should be tempered with the understanding that the data represent about 75% of the total participant population. Tables 4-11 provide the characteristics of parents who responded to the survey.

**Table 4: Distribution of Parents by Age Range of Children**

| Parents | # | % |
|---|---|---|
| Expecting their first child | 1,151 | 11.8 |
| Have a child below three years | 2,866 | 29.5 |
| Have a child 3 to 5 years | 2,005 | 20.6 |
| Have more than one child from birth to 5 years | 3,695 | 38.0 |
| Total* | 9,717 | |

*Represents 79.5% percent of parent participants in the program

**Table 5: Ethnic and Racial Breakdown of Parents**

| Ethnicity | # | % |
|---|---|---|
| White, not of Hispanic Origin | 7,758 | 82.5 |
| Black, not of Hispanic Origin | 1,083 | 11.5 |
| Hispanic | 288 | 3.1 |
| Asian or Pacific Islander | 254 | 2.7 |
| American Indian or Alaskan Native | 20 | 0.2 |
| Other | 4 | 0.1 |
| Total* | 9,407 | 100.0 |

*Represents 77 percent of parent participants in the program

**Table 6: Family Structure of Parents**

| Family Structure | # | % |
|---|---|---|
| Both Parents at Home | 4,664 | 68.8% |
| Single Parent at Home | 1,857 | 27.4% |
| Adult Other than Parent | 118 | 1.7% |
| Other Situation | 137 | 2.0% |
| Total* | 6,776 | 100.0% |

*Represents 55 percent of parent participants in the program

**Table 7: Employment Status of the Parents**

| Employment Status | # | % |
|---|---|---|
| Unemployed, not seeking employment | 2,436 | 33.1 |
| Unemployed, seeking employment | 536 | 7.3 |
| Part-time (less than 20 hrs. week) | 972 | 13.2 |
| Full-time (more than 20 hrs. week) | 3,426 | 46.4 |
| Total* | 7,370 | 100 |

*Represents 60 percent of parent participants in the program

**Table 8: Family Income Level of Parents**

| Family Income Level | # | % |
|---|---|---|
| Below $5,000 | 860 | 12.2 |
| $ 5,000 to $ 7,499 | 413 | 5.9 |
| $ 7,500 to $ 9,999 | 302 | 4.3 |
| $10,000 to $14,999 | 448 | 6.4 |
| $15,000 to $19,999 | 425 | 6.1 |
| $20,000 to $24,999 | 639 | 9.1 |
| $25,000 to $29,999 | 756 | 10.8 |
| $30,000 to $34,999 | 675 | 9.6 |
| $35,000 to $39,999 | 690 | 9.8 |
| $40,000 to $44,999 | 535 | 7.6 |
| $45,000 to $49,999 | 492 | 7.0 |
| $50,000 and above | 789 | 11.2 |
| Total* | 7,024 | 100 |

*Represents 58 percent of parent participants in the program

**Table 9: Educational Background of Parents**

| Educational Background | # | % |
|---|---|---|
| 8th grade or less | 118 | 1.4 |
| Some high school, no diploma | 924 | 10.7 |
| High school diploma/GED | 2,980 | 34.5 |
| Some vocational or trade school | 305 | 3.5 |
| Completed vocational/trade school | 288 | 3.3 |
| Some college, no degree | 1,161 | 13.4 |
| Associate degree | 692 | 8.0 |
| Bachelors degree | 1,563 | 18.1 |
| Graduate or professional school degree | 611 | 7.1 |
| Total | 8,642 | 100 |

*Represents 71 percent of parent participants in the program

**Table 10: Age Group of Parents**

| Age Group | # | % |
|---|---|---|
| Under 20 years old | 734 | 8.5% |
| 20 to 29 years old | 4,003 | 46.2% |
| 30 to 39 years old | 3,321 | 38.3% |
| 40 years or older | 614 | 7.1% |
| Total* | 8,672 | 100 |

*Represents 71 percent of parent participants in the program

**Table 11: Marital Status of Parents**

| Marital Status | # | % |
|---|---|---|
| Never Married | 1,054 | 12.5 |
| Married | 6,177 | 73.2 |
| Widowed | 150 | 1.8 |
| Divorced or Separated | 1,054 | 12.5 |
| Total* | 8,435 | 100 |

*Represents 69 percent of parent participants in the program

## EVALUATION

Each project was required to define and conduct its own summative and formative evaluation. Evaluation procedures differed among projects and were designed to meet their own needs. However, ISBE designed a parent satisfaction questionnaire for projects to use as a part of their evaluation. Open-ended questions and suggestions about parents' likes, dislikes and comments were also included in the evaluation instruments. Since it was not mandatory for projects or parents to complete the questionnaire, the response rate was relatively low (about 21%). Nevertheless, data do reveal a very high satisfaction with the workshops/seminars/classes they attended. On a scale of one to five, five being most satisfied or strongly agree, the average response to almost all questions was between four and five. (See Appendix D for detail.)

Parents were also asked questions which would help measure the overall program effectiveness and outcomes (Section E in Appendix D). Of the 2,574 parents responding, 83% reported that as a result of participating in the program, they better understand how a child grows and develops. More than half (54%) of the parents also reported that as a result of the workshops they know more about preventing child abuse and neglect. Seventy-eight percent of the parents also reported that they spend more time playing and talking with their child. Almost 90% of the parents responded that they learned new parenting skills and techniques.

Although the number of parents responding to questions is a relatively small percentage of the total population served, the comments received from parents also reveal overwhelming support and satisfaction with the program.

The enthusiasm parents expressed for the program was evidenced by the numerous comments provided:

> **"It's made me more aware of thinking at the child's developmental stage. Everything was so good, but the best session was 'child's environment.' I got a lot of information before this class from prenatal classes or books, but this was the most enlightening."**
>
> **"It has definitely made me a better parent. I would leave each program excited - wanting to try an activity with my child . . ."**

Appendix E contains more parent comments.

## CONCLUSION

The school year 1991-92 was the second full year of the Illinois Model Early Childhood Parental Training Program. In its second full year, the program has made progress toward accomplishing its goals and parents responded enthusiastically. Parents from different socioeconomic strata were served in this program. Other community agencies and other state/community programs also responded favorably; reporting a high rate of collaboration and co-operation with the program.

This program addresses issues identified in the Illinois Goals 2, 6, & 8. The program targets instructional services to adults (Goal 2) that result in learning about rights and responsibilities and working toward the social and economic well-being of society. By emphasizing the collaboration of private and public agencies, this program also addresses Goals 6 and 8, ensuring the comprehensive services to children enhancing their readiness to learn and progress successfully through school.

The State Board of Education is providing technical assistance through site visitations to help promote local program development and its effects.

The State Board of Education will continue to improve the response rate on parent evaluation questionnaires and will assist in developing clear and measurable program outcomes at both the local and state levels.

## APPENDIX A

Goals of the Request for Proposal:

1. To establish, implement, and evaluate model pilot early childhood parental training programs (hereafter referred to as parental training programs) primarily for, but not limited to, single and married parent(s) who:

   a) are expecting their first child within three months; or

   b) have no children other than a child below three years of age; and

   c) have a home and community environment such that their child or prospective child is unlikely to be subject to language, cultural, economic, and like disadvantages.

2. To establish, insofar as possible, parental training programs serving school districts of varying size, type, and geographical location.

3. To establish parental training programs that differ from each other in their organization and delivery and financing of services provided to parents.

4. To evaluate the parental training programs established through this RFP and to report the results as required by P.A. 85-1046.

Local Program Goals:

1. To offer parents of children, from birth to kindergarten enrollment, age-appropriate information on child development and alternative parenting techniques, to increase parents' understanding of the importance of the parent-child relationship, and to increase parents' ability to be responsive to their children's needs.

2. To provide parents with information on the interrelatedness of a child's cognitive, social, and physical development and to enhance their ability to recognize and encourage these various facets of development.

3. To provide opportunities for parents and children to participate together in activities designed to enhance child development and to let parents learn new ways of interacting with their children through contact with staff and other parents.

4. To empower parents to be confident and effective in their roles as their children's primary and most important nurturers, teachers, and advocates.

5. To encourage effective linkages between parents and education, health, and human service agencies in the community.

## MODEL PILOT EARLY CHILDHOOD PARENTAL TRAINING PROGRAMS
## PUBLIC ACT 85-1046

See.2-3.71a. Grants for model pilot early childhood parental training programs.

The State Board of Education shall implement and administer a grant program consisting of grants to public school districts to conduct model pilot early childhood parental training programs for the parents of children in the period of life from birth to kindergarten. A public school district that receives grants under this Section may contract with another district, private school, not-for-profit corporation or other governmental agency to conduct an early childhood parental training program. A school board shall employ appropriately qualified personnel for its early childhood parental training program, including but not limited to, certified teachers, counselors, psychiatrists, psychologists and social workers.

(a) As used in this Section, "parental training" means and includes instruction in the following:

(1) Child growth and development, including prenatal development;

(2) Childbirth and child care;

(3) Family structure, function and management;

(4) Prenatal and postnatal care for mothers and infants;

(5) Prevention of child abuse;

(6) The physical, mental, emotional, social, economic and psychological aspects of interpersonal and family relationships;

(7) Parenting skill development.

The programs shall include activities that require substantial participation and interaction between parent and child.

(b) The Board shall award annual grants on a competitive basis, providing that an annual appropriation is made for this purpose from state, federal or private funds. Nothing in this Section shall preclude school districts from applying for or accepting private funds to establish and implement programs.

(c) The State Board of Education shall assist those districts offering early childhood parental training programs, upon request, in developing instructional materials, training teachers and staff, and establishing appropriate time allotments for each of the areas included in such instruction.

(d) School districts may offer early childhood parental training courses during that period of the day which is not part of the regular school day. Residents of the school district may enroll in such courses. The school board may establish fees and collect such charges as may be necessary for attendance at such courses in an amount not to exceed the per capita cost of the operation thereof, except that the board may waive all or part of such charges if it determines that the parent is indigent or that the educational needs of the parent require his or her attendance at such courses.

(e) Parents who participate in early childhood parental training programs under this Section may be eligible for reasonable reimbursement of any incidental transportation and child care expenses from the school district receiving the grant from the State Board of Education.

(f) Districts receiving grants pursuant to this Section shall coordinate programs created under this Section with other preschool educational programs, including "at-risk" preschool programs, special and vocational education, and related services provided by other governmental agencies and not-for-profit agencies.

(g) The State Board of Education shall report to the General Assembly by July 1, 1991, on the results of the programs funded pursuant to this Section and whether a need continues for such programs.

## APPENDIX B

## ADVISORY BOARD MEMBERS OF PROJECTS

1. Personnel at the Department of Public Aid
2. Residents and faculty of SIU Medical School at St. John's Pavilion
3. Librarians from Lincoln Library
4. Staff of Young Parent Support Services of Family Service Center
5. Care Center staff
6. Ministerial Alliance
7. Personnel from the Association for Retarded Citizens
8. The Chamber of Commerce Education Committee
9. Pediatric supervisors at St. John's and Memorial Hospitals
10. SIU Maternal-Child Health Clinic
11. St. John's Transition of Parenthood classes
12. Lawrence Adult Center's "Community Awareness Day"
13. Coordinators and residents of the John Hay Homes, Brandon Court and Evergreen Terrace
14. Administrators, program staff and teachers within the school district
15. Preschool Director
16. Early Childhood Director
17. Humana Hospital, Peri-Natal coordinators
18. Project Director of ECDEC and FINDS
19. Principal and Co-Administrator of FIND
20. Social Worker/Early Childhood
21. Alexian Brothers Medical Center
22. Village Health Services
23. Director of Special Services - School District
24. Director of Program Development - School District
25. Coordinator and Parent Facilitator of Even Start
26. Parent Facilitator of FIND
27. Early Childhood Teacher
28. Personnel from Parents Who Care
29. Social Worker, Kenneth Young Mental Health Center
30. Psychologist
31. Staff from YMCA
32. Personnel from Park District
33. Personnel from Public Library

*FIND - Family Involvement Nurturing Development

## APPENDIX C
## COLLABORATING AGENCIES AND PROGRAMS

| Agencies | Programs |
|---|---|
| United Cerebal Palsy | Adult Literacy Programs |
| YMCA | Even Start |
| American Red Cross | Drug-Free School Programs |
| Local Hospitals and Physicians | Title XXX |
| Health Department | St. Francis Right Start |
| Housing Authority | Beginning Parenthood |
| Human Services Networking | Local Pre-School Program |
| Special Education Co-Operative | Displaced Homemaker Program |
| Local Community Service Organizations | Domestic Violence Shelter-SWAN |
| Museums | Early Choices |
| Churches | First Steps |
| Park District | Prevention Initiative Program |
| Family Resource Center | Teen Parents Program |
| Retired Senior Citizens Volunteers | Young Parents |
| Chamber of Commerce | Beginning Parenthood |
| Department of Crippled Children | Secretary of State Literacy |
| Lekotek | Title IV |
| Social Service Agency | Parents Anonymons |
| Children's Developmental Center | Family Connections |
| Easter Seals | Drug/Wellness P |
| Family Literacy | Alternative Education P |
| Children's Home and Aid Society | Title XX |
| Fire Department | Families with Future |
| Police Department | |
| Cub Scouts | |

APPENDIX D

1991-92
Evaluation

Sample Format – For discretionary use. Do not return to ISBE.

**Model Pilot Early Childhood**
**PARENTAL TRAINING PROGRAM EVALUATION**

| NAME OF PROJECT | SITE | SCHOOL YEAR |
|---|---|---|
| | | |

Please complete the following questions. Your responses will help us improve our program.

## A. HOME VISITS OR ONE-TO-ONE CONSULTATION

☐ YES ☐ NO I received a home visit or one-to-one consultation.

| *Circle the number that best expresses your opinion about the following statements.* | Strongly Disagree | | | | Strongly Agree | Avrg |
|---|---|---|---|---|---|---|
| 1. Home visits have been helpful. | 1 | 2 | 3 | 4 | 5 | 4.9 |
| 2. The information I received was easy to follow. | 1 | 2 | 3 | 4 | 5 | 4.9 |
| 3. The information I received has helped make my home environment better. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 4. The home visits have increased my confidence as a parent. | 1 | 2 | 3 | 4 | 5 | 4.7 |

## B. WORKSHOPS/SEMINARS/CLASS

| NAME OF WORKSHOP | DATE |
|---|---|
| NAME OF SPEAKER | TIME |

| *Circle the number that best expresses your opinion about the following statements.* | Strongly Disagree | | | | Strongly Agree | |
|---|---|---|---|---|---|---|
| 1. The speaker was knowledgeable about the subject. | 1 | 2 | 3 | 4 | 5 | 4.8 |
| 2. The handouts/materials were appropriate. | 1 | 2 | 3 | 4 | 5 | 5.0 |
| 3. The handouts/materials were clear and helpful. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 4. The speaker was understanding and helpful. | 1 | 2 | 3 | 4 | 5 | 4.6 |
| 5. The speaker made me feel comfortable. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 6. The content of the workshop was adequate and helpful. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 7. The workshop provided new ideas. | 1 | 2 | 3 | 4 | 5 | 4.9 |
| 8. I plan to use ideas from this workshop at home. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 9. The workshop improved my confidence as a parent. | 1 | 2 | 3 | 4 | 5 | 4.4 |
| 10. The workshop improved my ability to manage/understand family relationships. | 1 | 2 | 3 | 4 | 5 | 4.4 |

If there was group discussion:

| | | | | | | |
|---|---|---|---|---|---|---|
| 11. The group discussion was very helpful. | 1 | 2 | 3 | 4 | 5 | 4.5 |
| 12. I felt comfortable in group discussion. | 1 | 2 | 3 | 4 | 5 | 4.5 |

If there was no group discussion:

| | | | | | | |
|---|---|---|---|---|---|---|
| 13. I would like to see more group discussion versus presentation. | 1 | 2 | 3 | 4 | 5 | 3.5 |

ISBE 86-61 (1/91)

## C. PARENT-CHILD INTERACTION WORKSHOP

| NAME OF WORKSHOP | DATE |
|---|---|
| NAME OF SPEAKER | TIME |

*Circle the number that best expresses your opinion about the following statements.*

| | Strongly Disagree | | | | Strongly Agree | Avr |
|---|---|---|---|---|---|---|
| 1. The speaker was knowledgeable and enthusiastic about the subject. | 1 | 2 | 3 | 4 | 5 | 4.6 |
| 2. The handouts/materials were clear and appropriate. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 3. The handouts/materials were helpful. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 4. The speaker was understanding and helpful. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 5. The speaker made me feel comfortable. | 1 | 2 | 3 | 4 | 5 | 4.8 |
| 6. I enjoyed the workshop. | 1 | 2 | 3 | 4 | 5 | 4.8 |
| 7. My child enjoyed the workshop. | 1 | 2 | 3 | 4 | 5 | 4.8 |
| 8. The workshop provided age-appropriate activities for my child. | 1 | 2 | 3 | 4 | 5 | 4.7 |
| 9. The activities demonstrated at the workshop can easily be used at home. | 1 | 2 | 3 | 4 | 5 | 4.6 |
| 10. I plan to do these activities with my child at home. | 1 | 2 | 3 | 4 | 5 | 4.6 |

## D. CLASSES

| | Strongly Disagree | | | | Strongly Agree | Avrg |
|---|---|---|---|---|---|---|
| 1. The time allowed for the class was appropriate. | 1 | 2 | 3 | 4 | 5 | 4.4 |
| 2. Enough time was allowed for participation and discussion. | 1 | 2 | 3 | 4 | 5 | 4.3 |
| 3. I would prefer more discussion and less presentation. | 1 | 2 | 3 | 4 | 5 | 3.4 |
| 4. I would like to see more topics covering interaction between parent and child. | 1 | 2 | 3 | 4 | 5 | 4.0 |
| 5. The size of the class was appropriate. | 1 | 2 | 3 | 4 | 5 | 4.4 |
| 6. The scheduled time of the class was appropriate. | 1 | 2 | 3 | 4 | 5 | 4.4 |
| 7. More classes should be offered on this topic. | 1 | 2 | 3 | 4 | 5 | 4.2 |
| 8. The child care provided during the class was satisfactory. | 1 | 2 | 3 | 4 | 5 | 4.5 |
| 9. I would recommend this class to others. | 1 | 2 | 3 | 4 | 5 | 4.7 |

10. The following topics should be offered in the future:

_____

_____

_____

_____

11. Strengths of the Class:

12. Recommendations for Improvement of the Class:

13. Comments:

## E. PROGRAM EVALUATION

1. As a result of the workshop(s)/classe(s) I attended, I know more about: (Check all that apply.)

78% ☐ Setting appropriate limits with young children (how to discipline)
54% ☐ Preventing child abuse and/or neglect
59% ☐ Providing good health and nutrition for young children
86% ☐ Age appropriate activities for my child

2. As a result of participating in the program: (Check all that apply.)

73% ☐ I am more aware of available community services.
78% ☐ I spend more time playing with/talking to my child.
76% ☐ I encourage my child more often.
67% ☐ I read to my child more often.
83% ☐ I am more confident in my role as my child's most important teacher.
90% ☐ I have learned new parenting skills and techniques.
83% ☐ I better understand how my child grows and develops.
70% ☐ I realize I have a lot to learn about raising children.

*Thank you for taking the time to fill out this evaluation. Your responses will help us in planning future workshops and classes.*

## APPENDIX E
## PARENTS' COMMENTS

"I feel one can never learn too much about parenting and this was an excellent class; I have already recommended this class to others."

""I loved the class and would like to go to another one. The classes could be longer--maybe 8 weeks instead of 6. The program was a fun learning experience. Thank you for providing this class--good work."

"We need more of these programs!"

"Great Class!"

"I loved the class.
I think fathers should come to the class."

"I feel the class was very good in information that I can use, and as he gets older I can use the handouts to look back on. I loved it."

"Very interesting, learned a lot, and it also helped my husband and I handle stressful relationships."

"I thought it was a pretty good class because it taught me a lot of things about taking care of my baby."

"I loved all the classes and found them very informative. My favorite class was on the environment changes."

"Being a first time parent, I have really enjoyed all the topics."

"I love the speaker and enjoyed the topic but one hour is too short of time to adequately discuss this topic."

"This gives you a lot of tools to use in raising your children and to understand them better."

"It has helped me learn different and better ways to deal with my children."

"It's very informative and seems to provide parents with support."

"Showed me other parents have similar/like problems to deal with, which gave other alternatives."

"Communicating with other parents, playing out scenarios to try resolving problems, discussing alternative behaviors for parent and child."

"Made me more aware of my weaknesses and when and how to deal with them more effectively. Gave new dimension to children's behavior, who, how, why, etc. and how to deal with these behaviors."

"This year the group has helped me in so many ways. My tolerance has grown. I'm able to understand and deal with the different problems that my children present . . . ."

"The play group we joined helped both my children in socialization."

"Should be mandatory for every parent. Should be State funded or federally funded. The trade off of money saved at the DCFS could be deferred to the STEP Program. The education of successful parenting can't be put with a dollar figure. Parents are concerned but also need help, direction, and structuring."

"Very helpful, it freed me to be the parent I want to be. I agree with the material. It is positive instead of negative."

"Please keep funding this program."

"This class helped me in my life and in dealing with my children! I would highly recommend this program to anyone with small children! Thank you very much for this program."

"Should have lots more classes like this one."

"Gave good ideas."

"Thank you! Thoroughly enjoyed it."

"Thanks for the great information. This class has really helped me out a lot in dealing with my children."

"I think this class should be mandatory for every new parent during their stay at the hospital. This is a time of 'focus' on the 'family' and should be incorporated in parent training such as bathing, diapering, etc. Thanks!"

"I really enjoyed the class and got a lot of ideas. If only I can get it to work. I would like to see offered to grade school on over 5 years and older!"

"_____ it is an exceptionally good program filled with excellent activities both for parent and child. Special needs of children are met and action can be taken."

"_____ I feel that if a program like FIND (Family Involvement Nurturing Development) reached every household, there would be less gangs, drugs, teen pregnancies etc., and better students and parents in later years."

re\074bp